

STUDENTS' EMOTIONAL GEOGRAPHIES IN FACING ENGLISH NATIONAL EXAMINATION: A CASE IN SMKN TRUCUK

Mike Zainul Milla ¹, M. Ali Ghufron ², Dwi Erna Novianti ³

Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro Jl. Panglima Polim No.46 Pacul Bojonegoro

mikezainulmilla@gmail.com

Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro Jl. Panglima Polim No.46 Pacul Bojonegoro

ali.ghufron@ikipgribojonegoro.ac.id

Faculty of Mathematics and Sciences Education, IKIP PGRI Bojonegoro Jl. Panglima Polim No.46 Pacul Bojonegoro

dwierna.novianti@gmail.com

Abstract

Research focuses on the students' preparation to face the English National Examination (ENE) in the field of emotional geographies. Data is taken from 5 secondary students, who have a long distance from home to school, through questionnaires and interviews in the period preparing English National Examination. This research use triangulation data are taken from an English teacher who helps the student in preparing the English National Examination. Students' anxiety and the significant result of the English National Examination to the students' graduation are two different and similar things at the same time. Knowing the cause of the problem of students' anxiety will be easy to solve the problem. The major findings show that a positive environment, family support, is the best reason to succeed in English National Examination. While self-concept and clear future achievement are the best espouse that can make students persistent to face any obstacles in preparing English National Examination (ENE).

Keyword: National Examination, English, Emotional Geographies

Abstrak

Penelitian berfokus pada persiapan siswa menghadapi Ujian Nasional Bahasa Inggris ditinjau dari kaca mata geografi emosi. Data diambil dari 5 siswa sekolah menengah, yang mempunyai jarak rumah terjauh dengan sekolah, melalui kuisioner dan wawancara dalam kurun waktu mempersiapkan Ujian Nasional Bahasa Inggris. Peneliti melakukan triangulasi data melalui wawancara terhadap guru Bahasa Inggris yang mendampingi siswa mempersiapkan Ujian Nasional Bahasa Inggris. Kecemasan yang sering dialami siswa dalam menghadapi Ujian Nasional Bahasa Inggris dan pentingnya nilai Ujian Nasional Bahasa Inggris untuk masa depan siswa merupakan dua hal yang berseberangan dan berkesinambungan. Dengan mengetahui penyebab kecemasan siswa, maka akan lebih mudah membantu siswa mempersiapkan yang terbaik untuk Ujian Nasional Bahasa Inggris. Penemuan mengatakan bahwa dukungan positif lingkungan terutama orang tua menjadi alasan terkuat kesuksesan siswa mempersiapkan Ujian Nasional Bahasa Inggris selain itu konsep diri yang kuat dan keinginan untuk meraih mimpi merupakan pendorong yang dapat membuat siswa bertahan dalam menghadapi segala kesulitan selama proses mempersiapkan Ujian Nasional Bahasa Inggris.

Kata kunci: Ujian Nasional, Bahasa Inggris, Geografi Emosi

INTRODUCTION

Indonesia has English standardized test that we know as English National Examination (ENE). English test is one of English Specific Purposes (ESP) type (Mayang, Nurkamto, & Drajadi, 2019, p. 130). English National Examination is a prominent test which determine students' graduation and next level of education (Sukyadi & Mardiani, 2011, p. 109; Saukah & Cahyono, 2015, p. 224) This makes English is one of subject that get more attention in the school (Mayang, Nurkamto, & Drajadi, 2019, p. 131). While there are several opinions about English National Examination (ENE), negative and positive, pros and cons (Mardapi & Kartowagiran, 2009; Afriyanto, 2009; Murtiana 2010; Mardiani 2012). Furthermore Saukah & Cahyono (2015, p. 224) said that National Examination has washback effect. In the real life, every students who will face English National Examination (ENE) feel anxiety, they are afraid and are not confident with their ability. According by Cui (2011, p. 875) anxiety is closely related with students' learning achievement. Anxiety is one of emotions. Emotions develop from experience, (Osho, 2008). Experience is closely related with geogrphahy. Study conducted by Hargreaves, 2001, p. 1056 (cited from Hargreaves, 1998) said that teaching and learning is emotional practices. In the field of education, emotional geography has a role in shaping a student's character. The emotional geography determines student's readiness to face English National Examination. Such as student who lives in the village has a low level of confident, has a low level of trust their self and their ability and comfortable feel inferior. This study conducted to find the answer to what kind of factors can be influenced by emotional geography and how it can be and also how to fix it?

METHOD

The researcher does the reserach in the field of education and social, case study approach. The research conducted on February, 25th 2020.

Subject of The Research

Purposive sampling was used. In purposeful sampling, researchers intentionally select individuals (Creswell, 2012, p. 206).

The researcher took the data from SMKN Trucuk because the researcher looked for the cityside school. XII DPIB class is a heterogeneous class. In this research, the data was taken from five students of XII DPIB class at SMKN Trucuk, who ware preparing for National Examination (NE). The students of XII DPIB have less spirit and self-concept the overall, many students think they can not continue their education, and some of them think getting a job is the best choice after graduating school. This problems give gap between students in the city and the cityside. On this occasion, the researcher took five students because their home are far away from school.

Data dan Instrument of The Research

The first data source was obtained from in-depth individual interviews, namely directly between the interviewer and the research respondents. Through this method, the researcher hopes to know in-depth the effect of the environment on students' preparation for the English National Examination (ENE). The researcher used semi-structured interview method, which is interviews conducted more freely when compared to structured interviews. The second data source was obtained from a questionnaire submitted to respondents, which is closed-ended interview. The instrument of the research are interview protocol and questionnaire. The are seventeen questions in the interview protocol and two kinds of questionnaire.

Technique Collecting Data

To collect the data, researcher gave the questionnaire to the respondents in the first time and interview one on one between respondent and researcher in the second time. In another period, the researcher collected the triangulation data from English teacher who helped students in preparing English National Examination. In this research, the researcher used the interview protocol dan questionnaire to record the data.

Technique Analyze Data

To analyze the data, the researcher took the method from Creswell, 2012, p. 237); prepare and organize data for analysis (1), exploring and coding data (2), analyze in more detail by

coding the data (3), apply the coding process to describe the settings, people, categories, and themes to be analyzed (4), demonstrate how these descriptions and themes will be restated in a qualitative narrative or report (5), validating the accuracy of the research results (6).

RESULT AND DISSCUSSION

There are five factors influence student in preparing English National Examination (ENE); environment (school, family, social), information access, self-concept, technology, the distance from home to school.

Table 1. The Result of Interview and Questionnaire

No	Criteria	Answer from Respondents					
		Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6
1	Environment						
	a. School	V	V	V	V	V	V
	b. Family	V	V	V	V	V	V
	c. Social	V	V	V	V	V	
2	Information access	V	V	V	V	V	V
3	Self-concept	V	V	V	V	V	V
4	Technology	V	V	V	V	V	V
5	The distance from home to school	V	V	V	V	V	

- a. How the emotional geography influence student in facing English National Examination

Emotional geography is very close to daily life. Emotions can give the impression and color that impacts our lives (Hargreaves, 2001, p. 1057). Our expressions and colors can look bright and dark because of our emotion (Bondi, Davidson and Smith, 2012, p. 1).

The environment is a place that can shape a person's character, as well as circumstances in the environment that can have a change in someone's impact. They affect our feelings about our past, present, and future (Bondi, Davidson and Smith, 2012, p. 1). In the term of emotional geography, we also know and familiar with emotional understanding. This emotion is created from our different emotional geography background. Furthermore Bondi, Davidson, and Smit, (2012, p. 1) said that Emotion is something dynamic, formed from our childhood, adolescents, and adults that are formed because of the experiences that we have passed; from our pain and happiness.

Hargreaves (2001, p. 1056) stated that teaching and learning are not only focus on knowledge, cognition, and skill but also emotional practices. As an emotional

practices, students shows their expression, colors, and actions in the term of preparing their English National Examination (ENE).

The concept of emotional geography helps us identify the supports for and threats to the basic emotional bonds (Hargreaves, 2001, p. 1061). In the period of preparing English National Examination (ENE), five concepts which influenced studentd in the scope of emotional geography:

1. Environment (school, family, and social)

Environment explained the largert one in the field of emotional geography. Environment showed respondents' past experiences, respondents' present experiences, and respondents' future dreams and achievements. These experiences and dreams drive respondent become the best version to express their spirit to prepare their English National Examination (ENE). It also explains whether this spirit become strong or weak in the period of time preparing English National Examination (ENE). Environment also play how important family support in respondents' learning process.

2. Self-concept

Self-concept is the importance component in the students' preparing English National Examination. Good self-concept can make dynamic rhythm of enthusiasm in preparing English National Examination (ENE). While bad self-concept give negative impact in the students' English National Examination performance.

3. Technology

Technology has close connection with self-concept. Everyone who have good self-concept will be wise to use technology to support their study. They think the existence of the technology is the solution of their problem to open the new opportunity to solve their difficulty. Millions of students seldom use technology in the positive side. Many of them often use technology to entertain themselves.

4. Information access

Information access is closely related to the technology. Information we access from smartphone and computer, information we read from book, newspaper, magazine are close with technology. These informations can help our learning process if we search/use it well. For example, they can search learning videos, types of English National Examination questions, graduation criteria, and even the new policy of National Examination (NE).

5. The distance from home to school

This reason is not give largest impact to the respondent in preparing their English National Examination (ENE). Respondents think that their Examination is important so that they must go to school everyday. While there are several school policy that affect them in the term of English National Examination.

In the time of preparing English National Examination, respondents' experiences did not always represent positive impact, it depended on those experiences and how the respondent responded their experiences.

As we know, respondent 1 had good environment, good experiences, good background study, and good self-concept. These determine that respondent 1 could solve bad

experiences in the past time, respondent 1 was ready to face the present time and prepare the best for new future/achievement. respondent 1 prepared well for everything to achieve the best in the English National Examination and used well every opportunities that came to respondent 1; respondent 1 utilized the technology to search every information which helped respondent 1 to success in preparing English National Examination (ENE). Respondent 1 gave the best effort because respondent 1 had dream that respondent 1 wanted to achieve.

Respondent 2 had the least self-concept. The strengthen in preparing English National Examination (ENE) respondent 2 was depend on environment; respondent 2's family, respondent 2's teacher, respondent 2's friend gave the significant influence in preparing English National Examination (ENE). Respondent 2 did not have any dream to achieve. Respondent 2 just followed and enjoyed everyday without any progress and achievement. This determined that respondent 2 did not think much how to solve past experiences, how to do the best today, and how to face future dream.

Respondent 3 had strong personality. This was matter. This personality was influence respondent 3 to face the environment. Respondent 3 grew well in the environment. By his strong personality, he could solve his bad experiences in the past time to become better in the future time and gave the best for his future. Respondent 3 was seldom disturbed by environment even respondent 3 was in the uncondusive environment. Respondent 3 could control himself as well as control his dynamic performance in the learning process.

Respondent 4 had the big dream for future achievement. His parents gave great support to him, that made him strong and focus on his dream. Respondent 4 could resolve their bad experiences in the past time without any obstacles because his parents' acceptance. In the same time, respondent 4 was susceptible to feel stress if he got many duties. He also often felt uncomfortable to reject their friend invitation to playing together but he could solve it by his own because he had the best support from his parents.

Respondent 5 had big internal spirit to study but he was always lazy in the same time. Although his family had the big impact

to him in his study, his parents gave enough attention to his study. His parents attention influence his performant in preparing English National Examination (ENE). He still studied and went to school but he did not study in the

best performant. He studied just to do his obligation. These determined that respondent 5 did not feel his problem and never solved it. This problem was bought by respondent 5 in every year of his grade.

Table 2. How Emotional Geographies Influenced Student in Preparing English National Examination (ENE)

No	Factors	Informations
1	Environment	Determined respondent past, present experiences, and future achievement. Determined how strong family support affect respondents learning spirit.
2	Self-concept	Determined how strong respondent drove their self in their learning process
3	Technology	Responden's good self-concept would use technology to support their study and respondent's bad self-concept would use technology for fun
4	Information access	Responden's good self-concept would be wise to acces the informastion while respondent's bad self-concept did not think that information access could support their learning process
5	The distance from home to school	Respondent's good self-concept never though that the distance from home to school was challenging while respondent's bad self-concept would think that the distance from home to school make them lazy

Table 3. The Way Factors Influenced Respondent

No	Names of Respondents	The way factors influence respondent
1	Respondent 1	Strong self-concept made respondent stabil in preparing English National Examination (ENE)
2	Respondent 2	Good environment made respondent become better figter in preparing English National Examination (ENE)
3	Respondent 3	Strong personality influenced respondent's self-concept and it helped respondent in running-up English National Examination (ENE)
4	Respondent 4	Family support/family environment was the best choice to increase respondent spirit in preparing English National Examination
5	Respondent 5	Family attention was the great way to support respondent in learning proses to prepare English National Examination (ENE)

b. How to fix the problems

Every problem has different way to solve. In this case of emotional geography which is close to the environment, there are five different problems and five different problem solvings.

As a summery, respondent 1 had solved his problem very brilliant. He had strong self-concept and that was the answer to solve every effects which came in his time to prepare English National Examination (ENE). In the other hand, respondent 2 has the lowest self-concept but his mom gave better support to him so that he could face every problem in the period of preparing English National

Examination (ENE). In this case, the best environment (family, school, and social environment) influeced student's zeal in preparing English National Examination (ENE). Beginning from the small circle, he must have productive environment in the home, his parents must give the best attention to hime. He must choose his friend in the school and social, the great friends would allow him to the great spirit in preparing English National Examination (ENE). While, respondent 3, the one who had the strongest personality, this strong personality was the key for respondent 3 to solve his source of difficulty in the term of running-up English

National Examination (ENE). Furthermore, respondent 4 had the best family support. His self-concept, his self-esteem, and his spirit in running-up English National Examination (ENE) were from his family, family attention and support could make him became the best of him to face English National Examination (ENE). The last one, the family environment

and attention were the best support for respondent 5 but his family never gave the best attention. In this condition, respondent 5 must aware of his problem and talked to his family to give the best support for him so that he can do the best in preparing English National Examination (ENE).

Table 4. The Problem Solving of Problem Which Influenced Respondent

No	Name of Respondent	Problem Solving
1	Respondent 1	Strong self-concept made him be better person to lead himself
2	Respondent 2	Great environment gave him significant support
3	Respondent 3	Strong personality became the key to face every difficulties
4	Respondent 4	Family support made him strong to face every problems
5	Respondent 5	Good communication was the best accomplishment

As we know in the role of education, English National Examination (ENE) is the part of National Examination (NE), this is a prominent test. This test is held to assess and evaluate student (Mayang, Nurkamto, & Drajadi, 2019, p. 131). The result of National Examination (NE) determine student graduation and use it to continue student's next level of education (Sukyadi & Mardiani, 2011, p. 109; Saukah & Cahyono, 2015, p. 224). This is the reason why Nasional Examination (NE) is matter. Students need to be focus and prepare the best to pass this examintion but a number of students never aware their problems in preparing English National Examination (ENE). In every circumstance, if students want to survive themselves in English National Examination (ENE), they must find the problem. Sometimes, their problems are the problem solving.

In the student side, National Examination is a frigtened test which make students anxiety. Anxiety is close related to student's learning achievement, anxiety can cause stumming and a faster heart rate Cui (2011, p. 875) Anxiety is one of emotions. The practice of emotion can be caused by geography. Because geography is highly close to our live, reseracher believes that geography has significant affection to the student

readiness to face English National Examination (ENE). Whereas, in the realm of education, teaching and learning are not only concerned with knowledge, cognition, and skill. They are also emotional practices, Hargreaves, 2001, p. 1056 (cited from Hargreaves, 1998). In the same case, learning is emotional practices.

Meanwhile this research is analyzed based on Emotional geography in teaching by Hargreaves (2001). He argued that there are five emotional geographies which influence teaching; sociocultural distance, moral distance, professional distance, physical distance, and political distance. Yet, in this reasearch, the researcher focuses in the moral and sociocultural distance. Hargreaves (2001, p. 1062)) found that emotions are the phenomena of moral. They are extremely close with our aim. Moral distance has the similarity with self-concept where repondents focus on their goal, respondents' clear future achievementcan drive respondent better to control themselves in preparation to face English National Examination (ENE). Furthermore in the sociocultural distance Hargreaves's (2001, p. 1062) said that teacher is peeved to the parents who do not care with their children. Hargreaves discuss in the negative side where parents do not support their

children in their learning process but in this research, the researcher discuss in the positive side that family support give significant impact in the students' learning process to face English National Examination (ENE).

Nowadays, the research of emotional geography has extremely focus in the teaching, emotional

geography of student learning process has a little attention. This is prominent to discuss it in the student side because there a lot of problem in the student hand that seldom to be attention. However, emotional geography has a role in shaping a student's character.

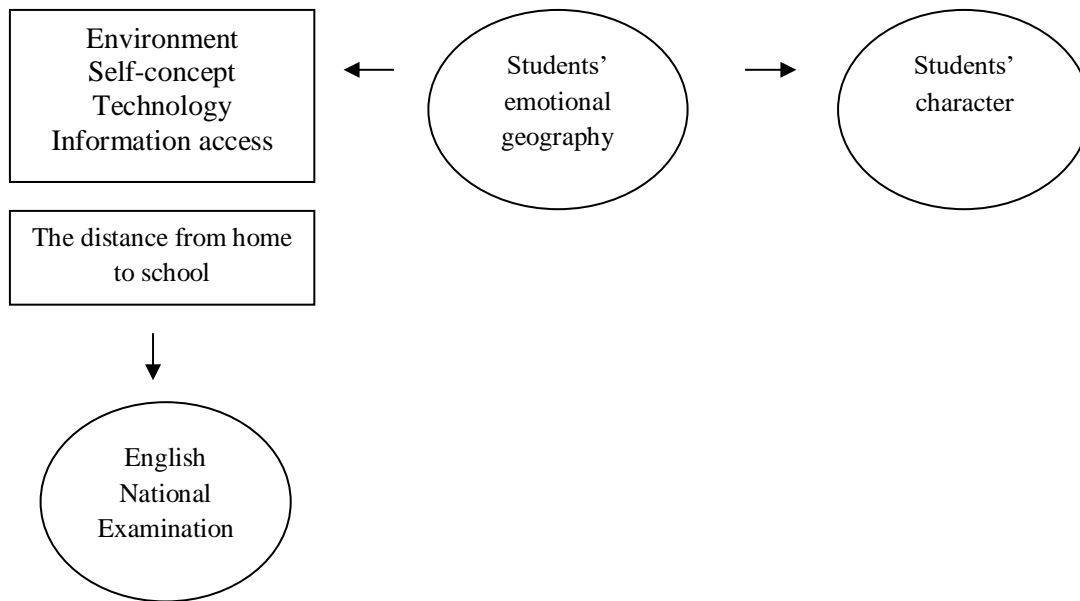


Figure 1. Students' Emotional Geography Map Preparation to Face English National Examination (ENE)

CONCLUSION

Based on the result of the interview and questionnaire, the data showed that the strongest factor that influenced students in preparing to face English National Examination was Environment, family support was the best factor to make students fight the best for the English National Examination. The weakest factor that influenced students in preparing to face the English National Examination was the distance from home to school. This was seldom to disturb students in preparing to face the English National Examination. The important factor that influenced a student in their learning process was self-concept, students' desire to achieve their goal made them excited and did the best for the English National Examination. The fourth factor was technology. The impact of a technology depended on who used technology, some students used technology to support their preparation to face English national examination but many students used

technologies just for fun. The last factor was information access. This factor was closely related to technology. Students who used technology to support their learning process would get good information access to support their preparation in facing English National Examination.

BIBLIOGRAPHY

- Afriyanto. 2008. *REFORMULATION OF NATIONAL EXAMINATION POLICY IN INDONESIA*. Retrieved from <https://djohar1962.blogspot.com/2009/05/reformulation-of-national-examination.html>
- Bondi, Davidson, and Smith. 2005. *Introduction: Geography's 'Emotional Turn'* in Joyce Davidson, Liz Bondi, and Mick Smith (eds), *Emotional Geographies*, Aldershot: Ashgate, pp. 1-18

- Creswell, J. W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston, MA: Pearson.
- Cui, Jingjing. 2011. *Research on High School Students' English Learning Anxiety*. Journal of Language Teaching and Research, Vol. 2, No. 4, pp. 875-880
- Hargreaves, A. 1998a. *The emotional politics of teaching and teacher development: With implications for educational leadership*. International Journal of Leadership in Education: Theory & Practice, 1(4), 315-336.
- Hargreaves, A. 1998b. *The emotional practice of teaching*. Teaching and Teacher Education, 14(8), 835-854.
- Hargreaves, A. 1998c. *The emotion of teaching and educational change*. In Hargreaves, A., Lieberman, A., Fullan, M. & Hopkins, D.(eds.), International handbook of educational change (pp. 558-575). Dordrecht, Boston, London: Kluwer Academic Publishers.
- Hargreaves. 2001. *Emotional Geographies of Teaching*. Teacher College Record. V 103 6 pp 1056-1080
- Mayang, Nurkamto, & Drajati. 2019. *THE NEED ANALYSIS OF SENIOR HIGH SCHOOL STUDENTS' READING COMPETENCE IN NATIONAL EXAMINATION: STUDENTS' PERSPECTIVE*. Nama journal. Volume 5 P. 130 – 142
- Mardapi, D., & Kartowagiran, B. 2009. *Dampak ujian nasional*. A research report. Yogyakarta: Program Pascasarjana UNY.
- Mardiani, Ridha. 2012. *Positive Washback Effect of the English National Examination (ENE) on Students' Learning*. Proceedings of the 59th TEFLIN International Conference. P 362-370.
- Murtiana, R. 2010 *Rethinking the National Examination: Is a uniform assessment effective for diverse students in Indonesia?* the Indonesian Student International Conference: Thinking of Home While Away, Melbourne. 1-24.
- Osho. 2008. *Emotional learning*. Alih Bahasa: Ahmadi Kahfi. Yogyakarta: Pustaka Pelajar.
- Sukyadi, D., & Mardiani, R. 2011. *The effect of English national exam (ENE) on English teachers' Classroom teaching and learning*. Kata, 13(1)
- Saukah, A., & Cahyono, A. E. 2015. *Ujian Nasional di Indonesia dan Implikasinya terhadap Pembelajaran Bahasa Inggris*. Jurnal Penelitian Dan Evaluasi Pendidikan, 19(2), 243–255.